Application of Information and Communication Technology in Citizenship Education Management

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ARTICLE INFO	ABSTRACT
Keywords: Information and Communication Technology (ICT), Citizenship Education Management, Integration of ICT in Learning, Teacher Training dadangmulyana@unpas.ac.id	Application of Information and Communication Technology in Citizenship Education Management. This research aims to explore and analyze the application of Information and Communication Technology (ICT) in the context of educational management systems in educational institutions. This research uses a qualitative approach with descriptive methods. The research results show that the integration of Information and Communication Technology (ICT) in citizenship learning has a positive impact on students' learning experiences and teacher teaching effectiveness. Through the use of online platforms, simulation software, and online forums, students can engage in in-depth discussions, understand the implications of citizenship decisions through simulations, and increase their understanding of civic values. Training for teachers in the use of ICT also proves that adequate support and understanding of technology can improve the quality of civics learning. Thus, the research results confirm that ICT integration not only supports administrative efficiency, but also makes a significant contribution to the quality of education and the formation of students' civic character.

INTRODUCTION

The development of Information and Communication Technology (ICT) currently plays a crucial role in the life of modern society. ICT includes various technologies used to manage and utilize information efficiently (Jamun, 2018). Data processing processes, such as processing, retrieval, compilation, storage and manipulation of data, become more effective with information technology. With this progress, humans can produce high quality and valuable information to support decision making, innovation and productivity (Budiman, 2017).

Along with increasing human needs, ICT developments continue to occur rapidly. The latest innovations such as artificial intelligence, cloud computing, Internet of Things (IoT), and wireless technology are increasingly expanding the capabilities (Karyadi, 2023) of ICT to provide more sophisticated and connected solutions. The use of smart devices, mobile applications and digital platforms is increasingly permeating everyday life, opening the door to transformation in various sectors, including education, business, health and public administration (Purba et al, 2020). Thus, ICT is not only a tool, but also the main driver of change and innovation in modern society.

Rapid developments in Information and Communication Technology (ICT) have had a significant impact on the provision of education in various countries, including Indonesia (Cholik, 2017). The integration of ICT in the education sector not only accelerates the learning process, but also opens up wider access to global learning resources. Through online learning platforms, pupils and students can access learning materials from various parts of the world, enriching their learning experience (Asmawi et al, 2019).

Apart from that, ICT also changes the traditional learning paradigm by introducing distance learning, e-learning and blended learning models. This allows flexibility of time and place for students, giving them greater control over their learning process (Mayulu et al, 20220). In addition, innovations such as video conferencing platforms, the use of educational applications, and the use of virtual reality technology are increasingly bringing learning to life and providing better interactive experiences. As a result, Indonesia and other countries have found that ICT is not only an effective means of conveying information, but also the key to creating education that is inclusive, innovative and relevant to the demands of the times (Iswahyudi et al, 2023).

In the context of the educational revolution driven by Information and Communication Technology (ICT), it is important to implement appropriate educational management in schools (Kurniandini & Zakariya, 2022). Effective education management not only includes internal school administration and organization, but also integrates ICT solutions holistically in learning strategies. School principals and administrative staff must have a deep understanding of the potential of ICT to optimize the learning process (Muktamar et al, 2023).

Proper educational management also includes training teachers in the application of technology in the classroom, ensuring that they can integrate ICT tools well in daily learning (Rahman et al, 2023). ICT-based evaluation and monitoring systems can help schools measure the impact of technology implementation on student learning outcomes. In addition, it is important to address challenges related to technology access and infrastructure at the school level, ensuring that all students have equal opportunities to take advantage of these advances (Melati et al, 2023).

The use of Information and Communication Technology (ICT) in education management is a critical step in increasing the efficiency and effectiveness of the education system (Nurdyansyah & Andiek, 2017). ICT-based automation of management and academic information systems allows schools to manage student data, lesson schedules and other administrative aspects more efficiently. This not only reduces the administrative burden, but also provides opportunities for more precise decision making based on accurate and real-time data analysis (Syah et al, 2021).

In addition, ICT is used as a comprehensive learning management tool. Curriculum, lesson materials and learning resources can be accessed and managed via digital platforms. By providing digital curriculum materials, supplements and enrichment, schools can increase students' accessibility to learning information (Sebe, 2023). The use of interactive media and innovative self-learning resources through ICT also enables a more engaging and effective learning experience. The use of ICT is not only for the progress of

students, but also as a tool to facilitate educators in improving the quality of teaching and assessment methods (Dina, 2023).

.The application of Information and Communication Technology (ICT) in education management can also have a positive impact on Citizenship Education (PKn) subjects. Through information system automation, schools can more effectively monitor and evaluate students' competency achievements in aspects of citizenship (Shakira & Najicha, 2023). ICT-based learning management also makes it possible to present Civics material in a more interactive way and arouse student interest. The use of ICT in the context of civics can involve online platforms for distributing learning materials, simulations of civic situations through educational games, and online discussions that allow students to share views on civic issues. Thus, ICT can be a tool to provide a deeper understanding of civic values, rights and obligations in society (Bani & Dewi, 2021).

Apart from that, the integration of ICT in Civics learning also creates opportunities for students to obtain the latest information about political, social and economic developments at the local, national and even global levels. This will help create citizens who are informational and participatory in national and state life. By connecting ICT with Civics subjects, education will not only become a means to achieve technological excellence, but also as a foundation for forming a generation that understands and is active in building a democratic and responsible society.

METHOD

This research adopts a descriptive approach with qualitative methods. Qualitative research is described as an evaluation in which the results are not obtained through statistical procedures or other calculations, and the aim is to describe phenomena holistically and contextually through data collection using the researcher as the main instrument (Moleong, 2014). Qualitative research methods are based on postpositivism or interpretive philosophy, used to investigate the natural conditions of the research object (different from experiments), where the researcher acts as a key instrument. Data collection techniques are carried out through triangulation, data analysis is inductive/qualitative, and the focus of qualitative research is more on understanding meaning rather than generalization (Noor, 2011).

RESULTS AND DISCUSSION

The application of Information and Communication Technology (ICT) in the management of citizenship education in schools can include several aspects that support the development of students' skills and understanding of civic values. The following are several ways to apply ICT in the management of citizenship education in schools:

Interactive Learning

The application of information and communication technology (ICT) in civics learning in schools is a strategic step that can enrich students' learning experiences. One effective way is to utilize an online learning platform that provides interactive citizenship material. This platform can be a website or application specifically designed to present learning materials that can be accessed by students anywhere and at any time. With this flexible

access, students can learn about civic values without being limited by traditional time and space.

The importance of presenting material in an interesting way is also a focus in the application of ICT in citizenship learning. The use of multimedia, such as videos, animations and images, can enrich the presentation of material and provide a more enjoyable learning experience. For example, through documentary or animated videos, citizenship concepts can be explained visually, making them easier for students to understand and remember. Images and infographics can also be used to provide in-depth illustrations of complex topics, helping students understand better.

Apart from the visual aspect, online learning platforms can also take advantage of interactive features. For example, interactive quizzes, online discussions, or simulations of citizenship situations. This not only provides variety in teaching methods, but also encourages active participation of students in the learning process. By participating in online discussions or contributing to simulations, students can develop critical thinking skills and argumentation abilities, which are important competencies in citizenship education.

In addition to direct benefits for students, the application of ICT in civics learning also provides opportunities for teachers to monitor and evaluate student progress more efficiently. With data recorded digitally, teachers can provide faster and in-depth feedback to students, and can make adjustments in teaching if necessary. Thus, the application of ICT not only enriches students' learning experiences, but also helps improve the effectiveness of teaching and classroom management.

Online Discussions and Forums

Leveraging information and communication technology (ICT) in the context of citizenship education involves using online forums and discussion platforms as a forum for discussing citizenship issues. This opens up opportunities for students to engage in in-depth discussions, giving them space to express their own views, and understand the perspectives of others. By utilizing online forums, students can participate in discussions without being bound by the space and time constraints of traditional classes. They can share their thoughts, experiences and knowledge on various relevant civic issues. Discussion platforms can also be a place where students can raise questions, question assumptions, and seek further understanding on a particular topic.

Encouraging students to actively participate in online discussions not only broadens their horizons but also develops social skills and speaking skills in a virtual context. They learn to respect other people's opinions, argue politely, and build mutual understanding through online interactions. In this process, the teacher acts as a facilitator who guides discussions, provides trigger questions, and provides constructive feedback. Through active participation in online discussions, students can gain a deeper understanding of the complexity of civic issues, enrich their knowledge, and develop a critical attitude toward information. More than just theoretical lessons, the use of ICT in this context also helps students develop critical, analytical and reflective thinking skills, which are essential in forming active citizens who care about the development of society and the country. Thus, the use of online forums and discussion platforms in citizenship learning not only creates an

inclusive discussion space but also develops student competencies that are relevant to the challenges of citizenship in this digital era.

Simulation and Educational Games

The use of simulation software or applications in civics learning opens up unique opportunities for students to explore a deeper understanding of the implications of their decisions in the context of civic life. By simulating citizenship situations through the software, students can be actively involved in decision making involving social, political, and ethical issues. For example, they may play the role of a government leader, community member, or human rights advocate in a particular scenario. Through this experience, students can feel the real impact of the decisions they make and understand the complexities of managing civic responsibilities.

Apart from that, the use of educational games is also an effective means of building a deeper understanding of the political system, rights and responsibilities of citizenship. Through this game, students can learn in a more fun and interactive way, without losing focus on the essence of the learning material. For example, a game can simulate the election process, allowing students to understand how the political system operates and the impact of their political participation. Meanwhile, games designed to explore the rights and obligations of citizenship can provide a more concrete understanding of the role of individuals in building a just and inclusive society.

The importance of using simulation software and educational games is not only at the level of cognitive skills, but also in the development of social and emotional skills. Students can learn to collaborate, communicate, and argue effectively in the context of play, creating an environment that supports the development of interpersonal skills important in everyday civic life. Thus, the application of technology in this form not only increases the attractiveness of learning, but also creates a comprehensive, deep and relevant learning experience for students, forming citizens who think critically and are committed to civic values.

Monitoring and Evaluation

The use of management information systems based on Information and Communication Technology (ICT) has a positive impact on monitoring and evaluating student progress in understanding citizenship concepts. Through this system, data regarding student participation, understanding and achievement can be recorded in detail and in a structured manner. Teachers and administrators can easily monitor individual student progress and identify areas that require special attention. This system enables efficient data collection and analysis, replacing manual processes that tend to be slower and error-prone. The importance of providing feedback to students in the civics learning process also becomes more effective by utilizing ICT. With an ICT-based management information system, teachers can provide real-time online feedback. This allows students to directly get an evaluation of their performance in aspects of citizenship. This system can highlight student achievements, provide appreciation, and provide recommendations for improvement, creating a responsive learning environment and supporting individual student growth.

The application of ICT in monitoring and evaluating students' progress also helps in tracking their participation in civic activities outside the classroom, such as participation in community welfare projects or volunteer activities. With complete digital records, teachers can better recognize students' positive contributions to society and develop their understanding of civic responsibility. In addition to the benefits for teachers and students, ICT-based management information systems also help involve parents in monitoring their children's educational progress. Parents can access an online portal to monitor grades, attendance records, and teacher feedback, facilitating collaboration between parents, students, and teachers in supporting students' civic learning. Thus, the application of ICT in monitoring and evaluating civic learning creates an educational ecosystem that is more transparent, responsive, and focused on developing students' overall civic competence. This is a step towards forming a generation that is more aware, active and committed to civic values in society.

Teacher Training

The importance of integrating Information and Communication Technology (ICT) in citizenship learning requires concrete steps, one of which is organizing training for teachers. This training aims to enrich teachers' knowledge and skills in optimally utilizing ICT tools and applications in the context of citizenship learning. By holding this training, teachers will have sufficient provisions to provide a more interesting and relevant learning experience for students. Teachers can be involved in training that includes a basic understanding of the various ICT applications and tools that can be applied in civics teaching. This includes an introduction to online learning platforms, simulation software, and educational applications that can be used to facilitate students' understanding of civics issues. This training can also cover practical aspects, such as how to integrate ICT hardware and software in daily learning activities.

Furthermore, to encourage the effective use of ICT in citizenship learning, teachers need to be provided with ongoing support and encouragement. Teachers should be invited to actively adopt ICT applications and tools in the planning and implementation of their learning. This initiative could involve the formation of learning communities among teachers, where they can share experiences, ideas and successful strategies in integrating ICT in civics learning. In addition, providing additional resources, whether in the form of usage guides, tutorials, or technical support, can provide additional support to teachers in overcoming potential barriers and increase their confidence in using ICT. By ensuring ongoing support, teachers can feel more comfortable and motivated to continue improving the quality of civics learning through ICT integration.

Organizing training for teachers regarding the integration of Information and Communication Technology (ICT) in citizenship learning is a strategic step towards a more adaptive and innovative educational transformation. Through this training, teachers have been provided with the knowledge and skills necessary to utilize various ICT applications and tools to enrich students' learning experiences in understanding civic issues. Continued encouragement and technical support will be key to success in promoting the use of ICT in civics learning. As teachers adopt ICT applications and tools in the classroom, a learning environment that is more dynamic, responsive and relevant to student needs will be

created. ICT integration is not just about applying technology, but also about creating meaningful engagement and building relevant skills to form a generation full of civic awareness in facing the complexity of global challenges.

CONCLUSION

The integration of Information and Communication Technology (ICT) in citizenship learning opens up great opportunities to improve the quality of education and form citizens who are more competent in facing the challenges of the times. Starting from the use of online platforms, simulation applications, to online forums, ICT plays a crucial role in providing a more interactive, dynamic and relevant learning experience. Training for teachers is an important step to ensure optimal use of ICT, while ongoing support is needed so that teachers feel comfortable and motivated in integrating ICT in their teaching. More than just a tool, ICT is a means of creating an inclusive learning environment, where students can actively participate, discuss and develop social skills and critical thinking skills. The provision of training and the formation of teacher learning communities creates the foundation for the effective use of ICT in civics teaching. Online feedback and monitoring of student progress through an ICT-based management information system provides clarity on student achievement and provides encouragement to continuously improve the quality of teaching. Thus, the integration of ICT in citizenship learning is not only a technological transformation, but also a strategic step in forming a generation full of civic awareness, which is able to face the complexity of global challenges and contribute positively to society. In facing this digital era, integrating ICT has become a necessity to create an educational environment that meets the demands of the times.

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